

# Rodmersham School



## Accessibility Plan 2021-2024

Rodmersham School is a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as a positive experience that will live long in their memories.

We are committed to giving a lot of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied lives and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### Purpose of Plan:

This plan shows how Rodmersham School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### Definition of disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### Areas of planning:

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils to make written information that is normally provided by the school to its pupils available to disabled pupils.

### Context:

Rodmersham School is a Victorian building housing 3 classrooms with a mobile for Year R and a wooden cabin for Year 6. The school has extremely limited access for wheelchair

### Current Range of known disabilities:

The school has children with a range of disabilities that include moderate and specific learning disabilities. We have a small number of pupils with ASD, ADHD, Dyslexia, Sensory Processing Disorder, Speech and Language delay.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs in inclusive classes, and all SEND children make progress in line with other children. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after-school clubs, cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other users.

There is an accessible toilet, but it is not accessible to enter via the front of the school.

Not started

In progress

Effective Implementation

	Target	What?	Who & How?	Time Scale	Success Criteria	Completed (date)
<b>SEND</b>						
1	Improve the staff expertise in supporting the range of disabilities of children in this school.	Staff CPD	SENCo/HT	On-going and as required	Adult support has a positive impact on children's learning	Ongoing but training completed
2	Interventions are regularly evaluated	Half termly meetings to assess progress of SEND children	SENCo, Teachers & TAs	6 times/year	SEND children progress as well as others	Ongoing but routines are well established
3	SEN information to be as clear as possible	Develop easily understood support plans for all children on the SEN register.	SENCo	On-going and as required	Parents and children fully understand their targets and progress from the support plans	Information sent regularly to parents - routines now well established
4	Disabled drivers have a safe place to pick up their children	Designate a parking area in the car park for pick up at the end of the day	Premises Manager/Village hall committee	September 2021	Disabled parents can safely drop-off and pick up their children at the start and end of the day	Needs to be discussed with the village hall committee

## Building

5	Outdoor lighting at rear of building	Place a light over the gate to ensure that there is greater visibility during darker nights/mornings	Premise manager	April 2018	Everyone has visual access to the car park during darker nights	March 2018
6	Keeping corridors free from obstructions	Daily checks of the corridors to ensure they are clear of clutter	Teachers and children	Ongoing	Children aware of the dangers of a cluttered corridor	Oct 2018
5	Time table information is clear for every child who cannot abstractly handle this information	Visual timetables are used daily in every class	All Class teachers	Ongoing	Visual timetables are used by children to prepare for their work through the day.	Oct 2018
6	Educational visits to be accessible to all	All visits assessed for accessibility for all children	All teachers	On-going	No child misses a school visit through exclusion due to disability	Sep 2018
7	Children lacking confidence have timetabled opportunities for small group work in social communication	Develop use of Lego therapy strategies Develop a Nurture Room	SENCo/ HT	July 2019	Number of children needing Lego Therapy increases to capacity. Designated Nurture room	Lego therapy taking place regularly, but lack of space impacts on a nurture room, Damian is looking into this.
8	Children with a temporary loss of control are safely handled	Positive touch training is undertaken by designated staff	SENCo/HT/SMC	Ongoing	Two staff are trained in positive touch. At last one is on site most of the time.	July 2019

## Medical

9	All staff can deal effectively with the children at risk of anaphylactic shock	All staff have EpiPen training	School Nurse provide 1 hrs training every September	Annual	In the event of anaphylactic shock the child is effectively treated	Not completed due to COVID – needs to be booked ASAP
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10	All Visual Impairment aids are fit for purpose	Check all highlighting of edges and frames is clear. Playground equipment is clearly visible	Premises Manager	July 2019	Step edges and door frames are a bright contrasting colour to material they edge	Oct 2018
12	All fire escapes are safe for all SEND children	Check fire escapes with SEND children	Premises Manager	July 2019	SEND children can safely evacuate any building in the school	Jan 2019

## Curriculum and Classroom

13	Differentiation in teaching	Monitor planning to ensure that the needs of all children are met to access the curriculum	All teachers SLT	On going	All children will make at least good progress in line with their need	Ongoing
14	Classrooms organisation	All staff will check access around the classroom to ensure it is accessible for most	All teachers	On going	Children can move freely around the classroom safely	Sep 2018
15	School trips & residential visits	All trips assessed for wide accessibility for all children	All staff	On going	All children able to access school residential safely.	Oct 2018
16	Breakfast, after-school club provision and extra-curricular club provision	Employ a member of staff to run the after school and breakfast activities – accessible to most	Head Teacher	April 2019	Breakfast and after care club running successfully. Parents able to return to work.	March 2019

## Communication

17	All parents can understand and respond to school communications	Identify all parents with communication difficulties. Make sure all communications from the school are accessible to all parents	Admin Officer	On going	Parents do not need to ask the office about the content of the newsletter.	Oct 2018
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